



Connecticut High-Dosage Tutoring Program Approved Tutor Provider Survey Guidance Document

I. Purpose

The purpose of this survey is to build a list of 3-5 high-quality tutor providers to support Connecticut's High-Dosage Tutoring (HDT) program. The HDT program is a new state initiative that aims to implement a research-based model to accelerate mathematics recovery for priority students in Grades 6-9 in SY2023. For this program, priority students include students classified as high-needs (students with disabilities, students receiving Free- or Reduced-Priced Meals, and English Learners), students performing below proficiency, students experiencing homelessness, and students who have been chronically absent. Recognizing the challenge of recruiting and training individuals to provide tutoring services in middle- and high-school math, the Connecticut State Department of Education (CSDE) invites organizations to submit information that can be shared with local education agencies participating in the HDT program.

Any organization with a record of training individuals to work directly with students are welcome to complete the survey. CSDE will choose 3-5 providers based on their mission alignment, model alignment, experience, cost, and evidence-based record of impact. Preference will be given to providers with the capacity to provide tutors in person during regular school hours, although providers that conduct virtual tutoring will also be considered. Organizations will have until April 7th at 5:00PM EST to complete the survey. Prospective applicants can find the survey on the [CSDE's HDT website](#).

Note, this application process does not represent a procurement action by CSDE and approval does not guarantee tutor providers will be awarded contracts from districts. Eligible respondents include nonprofit organizations, institutions of higher education, and private companies. Respondents will be notified no later than May 31, 2023.

II. Background and Project Description

Given the extensive impact of the pandemic on students, states and districts across the country are seeking to identify and implement viable methods to accelerate learning. High-Dosage Tutoring (HDT) is a well-researched strategy to address learning loss, ensuring students have intensive, curriculum-aligned support to accelerate learning. The Connecticut State Department of Education (CSDE) is allocating American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) funding to local education agencies (LEAs) to implement the HDT Program in accordance with evidence-based guidelines. Connecticut's State Plan, [Reimagining Schools to Transform Student Lives](#), provides these fiscal resources through a competitive grant process to LEAs meeting the criteria established in the application.

The need for robust accelerated learning interventions in Connecticut has never been greater. Analysis of [2022 Smarter Balanced Assessment scores](#) shows "declines in student proficiency of around 6 to 8 percentage points in ELA and math." Specifically, "students in grades 4 and 5 may be 2-3 months behind their expected performance." Students in grades 6-8 "may be 5-7 months behind in ELA and a year or more behind in math." And, [recent National Assessment for Educational Progress \(NAEP\) results](#) in Connecticut reveal significant declines in math and reading scores since the assessment was first administered in 1990.

Districts with the most competitive applications will be eligible to receive grant funding from the CSDE. In addition to providing grant funding, the CSDE will also share with LEAs a list of vetted and approved tutor vendors. Districts receiving HDT grant funding will be directed to contract with at least one organization on this list for the 2023-2024 school year. Tutor organizations should be able to begin providing tutors in school year 2023-2024 onward, with the possibility of summer 2023.

The CSDE HDT model will include the following evidence-based components. Tutor providers should describe in their survey how their services resemble as many, if not all, of these components as possible.

- Well-trained, reliable, and consistent tutor who can build a strong relationship with students and is prepared to tutor in Grades 6-9 mathematics. Tutors may include former/retired educators, AmeriCorps members, college students, teacher candidates, paraprofessionals, and/or community members.
- Tutoring sessions that occur three times per week for a minimum of 30 minutes
- A tutor to student ratio of no more than 1 to 4
- Curriculum that is chosen by the district, but that can be supplemented by the tutoring provider
- Tutoring that ideally occurs in person and during the school day, but districts are allowed to consider virtual tutoring or after-school/before-school tutoring as well. Virtual tutoring that occurs outside school hours is strongly discouraged.
- Data-driven sessions that utilize formative assessments to measure progress over time

III. Instructions and Response Requirements

All vendors interested in providing HDT services to Connecticut School Districts will be required to fill out a [Vendor Survey](#). This survey will be used by the CSDE to select 3-5 vendors that districts will contract with to implement an HDT program in their schools. Vendors will be required to provide information related to their tutoring services, tutor demographics and experience, curriculum, data, monitoring, and evaluation plans, data documenting past success in implementing HDT, and information on tutor collaboration within the school ecosystem. Please see below for a complete list of questions from the survey.

Survey responses for each question should be limited to a max of 200 words and will be completed via the associated Qualtrics survey.

Questionnaire

1. Organization Name:
2. Organization Address:
3. Organization Website:
4. Organization Point of Contact Name:
5. Organization Point of Contact Role:
6. Organization Point of Contact Email:
7. Organization Point of Contact Phone Number:
8. Briefly describe your organization, including its mission, leadership, years of operation, number of students served, and other notable points.
9. Give an overview of the tutoring services your organization provides, including grade levels, time of day, content areas, frequency, teacher-student ratio, and instructional model, including in-person or virtual.

10. Briefly describe the curriculum, digital tools/online platforms (including how students access the platform), and instructional materials your organization uses and how they align to Tier 1 instruction and Connecticut Core Standards. Please also include middle and high school math programs your organization/tutors are familiar with.
11. Describe the tutors your organization employs, the training they receive (including pre-service and in-service training, cultural-competency training, and bilingual competencies, especially related to supporting Spanish-speaking students), and their experience working with high-needs students (students with disabilities, students receiving Free- or Reduced-Priced Meals, and English Language Learners). Are your tutors experienced in leading tutoring sessions without the supervision of school staff?
12. Describe how your organization uses data-driven instruction, formative assessments, formative assessment practices during the tutoring sessions, and other tools to gauge student learning and growth.
13. Describe how your tutors collaborate and communicate with teachers, families, and school officials to maximize the impact of tutoring and student learning outside of regular tutoring sessions.
14. Describe any relevant experience working in Connecticut public school districts.
15. If available, please provide any data or evaluations of your tutoring model as evidence of the program's overall effectiveness. Data showcasing progress made in middle and/or high school math is of particular value to this project.
16. Please provide an estimate of your organization's cost per pupil.
17. Is your organization currently under contract with a Connecticut district?
18. Is your organization currently under contract with another state? If yes, please upload a copy of your current contract.

IV. Evaluation and Notification

Evidenced-based components of the HDT program are listed in rubric form in Table I. This rubric will serve to score vendor responses to the survey. Scoring will be conducted by an internal team knowledgeable about HDT and its program elements. All vendors submitting completed surveys will be notified of their status with regard to the vetting process by May 31, 2023. The CSDE will choose 3 – 5 vendors who exceed requirements to be listed as approved organizations for Connecticut LEAs to contact as needed. Please note that the CSDE is establishing an approved vendor list so LEAs know the entities with whom they can contract for HDT; it is not a contract or promise of payment by the CSDE to the approved vendor(s).

Table I. High-Dosage Tutoring (HDT) Evaluation Criteria for RFP

INDICATOR	4 Exceeds Requirements	3 Meets Requirements	2 Meets Some Requirements	1 Meets Few or No Requirements
High-Quality Instruction, Materials, and Use of Formative Assessments	1. Tutors are provided with appropriate and ongoing professional learning in evidence-based practices related to tutoring instruction 2. Materials utilized in HDT align to core materials and are transferrable to Tier 1 Math standards and content 3. Ensures all students can access HDT instruction, including students with IEPs and English Learners 4. Tutors understand how to utilize formative assessment practices to adjust instruction	Meets 3 of 4 elements listed under Exceeds Requirements	Meets 2 of 4 elements listed under Exceeds Requirements	Meets 1 or 0 elements listed under Exceeds Requirements
Evidence-Based Tutoring Protocols	1. Ensures consistent tutor assignments to student cohorts with ratio no greater than 1:4 2. Aligns tutoring instructional goal and adjusts tutoring based on formative assessment practices and data 3. Includes methods to communicate feedback to students, teachers and school leadership 4. Provides flexible times for tutoring (in-person and/or remote)	Meets 4-5 of 6 elements listed under Exceeds Requirements	Meets 2-3 of 6 elements listed under Exceeds Requirements	Meets 0-1 of 6 elements listed under Exceeds Requirements

	<p>5. Is able to provide in-person tutors during the school day and contribute to the educator pipeline</p> <p>6. Monitors tutoring delivery for at least three 30-minute sessions per week per student</p>			
Rigorous Alignment to Standards	<p>1. Aligns programs, curriculum, and instruction in a rigorous way to CT Core Math standards</p> <p>2. Prepares tutors to utilize the scope and sequence of district curriculum and school course requirements</p> <p>3. Aligns instruction to current classroom units of study/coursework</p>	Meets 2 of 3 elements listed under Exceeds Requirements	Meets 1 of 3 elements listed under Exceeds Requirements	Meets 0 of 3 elements listed under Exceeds Requirements
Demonstrated Program Effectiveness	<p>1. Includes quantitative and/or qualitative evidence of delivering HDT programs successfully, particularly in Math Grades 6-9</p> <p>2. Identifies effective ways to recruit and retain highly-qualified tutors</p> <p>3. Reports progress on at least a weekly basis to LEA</p> <p>4. Has experience providing tutors in Grades 6-9 Math</p> <p>5. Has experience recruiting tutors with bilingual competences and who are representative of local student populations</p> <p>6. Has experience in Connecticut public school districts or with state education agencies</p> <p>7. Proposes a reasonable cost per student</p>	Meets 5-6 of 7 elements listed under Exceeds Requirements	Meets 3-4 of 7 elements listed under Exceeds Requirements	Meets 0-2 of 7 elements listed under Exceeds Requirements